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ABSTRACT

This guide is designed to provide teachers and reading tutors with an easy-to-use and practical guide to selecting and using reading assessment tools that (1) provides descriptions of reading assessments for English and Spanish speaking students that can be used to diagnose and identify their reading skills and abilities; (2) helps teachers find instruments that meet their special needs; and (3) encourages the use of assessments to guide instruction. Each assessment is described on one page, with information on the developers of the assessment, its grade level, purpose, key elements, including time required to administer the assessment, and other considerations. The guide includes descriptions of 30 assessments in English and 10 in Spanish. (SLD)

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A Practical Guide to Reading Assessments

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An Activity of the Partnership for Family Involvement in Education
A Joint Project of the U. S. Department of Education, the International Reading Association, and HCI The Life Issues Publisher (Health Communications, Inc.)

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A PRACTICAL GUIDE TO READING ASSESSMENTS

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A PRACTICAL GUIDE TO

READING ASSESSMENTS

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U.S. Department of Education
Richard Riley
Secretary

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A PRACTICAL GUIDE TO READING ASSESSMENTS

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INTRODUCTION: COMMITTING TO IMPROVEMENT

Why is *A Practical Guide to Reading Assessments* needed? Teachers and tutors (under the direction of a reading or classroom teacher) can help more children read well when they (a) continuously assess each student's reading abilities and skills, (b) review the results of their assessments, and (c) adjust their approaches with the student to teach needed skills or reinforce underdeveloped skills. A system of frequent assessment, coupled with strong content standards and effective reading instruction, helps ensure that teachers' and tutors' approaches are appropriate to each student's needs.

The purpose of *A Practical Guide to Reading Assessments* is to provide teachers and reading tutors with an easy-to-use, practical guide to selecting and using reading assessment tools that

- provides descriptions of reading assessments for English- and Spanish-speaking students that can be used to diagnose and identify their reading skills and abilities;
- helps teachers and tutors identify assessment instruments that meet their special needs for assessments (for example, assessments of phonological awareness, vocabulary, or reading comprehension); and
- encourages use of assessments to guide instruction.

The ultimate goal of reading assessment is to gather information on students' skills and abilities so that instruction can be specifically targeted to improve student learning. This guide takes the first step in this process of continuous improvement by describing types of assessments teachers and tutors can use to identify the reading skills of their students as well as areas needing improvement.

Each assessment is described in one page, with information on the name, author(s), and publisher of the assessment, the grade level of the assessment, the purpose of the assessment, key elements included in the assessment, why the assessment is important, the grades for which the assessment is appropriate, where to obtain the assessment, how long the assessment takes to administer, who should administer the assessment, considerations for the assessment, interpretation of the results of the assessment, how to link the assessment to instruction, and whether the assessment requires a fee.

A Practical Guide to Reading Assessments provides information on assessments with measures in early reading, spelling, and vocabulary. The main dimensions of reading covered in this guide align with those outlined by the National Research Council report *Preventing Reading Difficulties in Young Children* (1998). Those dimensions are:

- Concepts About Print
- Phonemic Awareness
- Alphabetic Understanding
- Spelling
- Vocabulary
- Reading Connected Text
- Reading Achievement
- Reading Comprehension

In some cases, a measure may assess more than one reading skill or strategy. In those cases, the measure is reported in both dimensions, for example, alphabetic understanding and reading connected text.

The U.S. Department of Education does not endorse or recommend any particular assessment above another. Further, this publication is not meant to be an exhaustive list of all the reading assessments available. Rather, it is intended to provide readers with a quick review of a number of assessment instruments that are representative of those currently available. All readers are encouraged to examine the wide range of reading assessments currently available to meet their professional needs. For information on additional reading assessments, consult the Resources section of this publication.

GLOSSARY OF TERMS

These terms may be helpful in understanding some of the technical language of assessment.

Alternate forms: More than one version of the assessment is available and can be used to compare a student's performance over time.

Assessment: Assessment is the process of collecting information for the purposes of (1) specifying and verifying problems and (2) making important educational decisions about students.

Commercially published: Assessment materials that are copyrighted, widely reproduced by a publisher, and sold through catalogs and book orders.

Criterion-referenced: Current performance referenced to some criterion level, such as grade cutoff (e.g., score of 50 required for a pass); mastery (e.g., score of 80 required for mastery); minimum competency (score of 620 required for certification).

Diagnostic: Assessment results that provide an analysis of student strengths and areas of reading improvement that are used in developing intervention strategies.

Evaluation: Evaluation is the process of analyzing quantitative or qualitative descriptions of student performance and deriving value judgements according to the desirability of the results.

Group administered: An assessment that can be provided to more than one child at a time.

Individually administered: An assessment that is provided to one child at a time.

Informal measure: An assessment in which the procedures for administering and scoring the measure are provided in general terms. Individuals who administer informal assessments do not generally follow scripted procedures.

Miscue analysis: An evaluation of oral reading errors used to determine the contextual cues students use in reading.

Norm-referenced: An assessment that has been given to a large and representative sample of students with similar and relevant characteristics and experiences as the student being tested.

Oral responding: An assessment that requires students to respond to test items (e.g., naming letters, reading connected text, or answering comprehension questions) out loud.

Production type responses: An assessment that requires students to respond to test items (e.g., reading aloud or writing spelling words) for general evaluation, rather than to point to or select the correct answer.

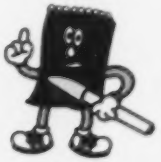
GLOSSARY OF TERMS (continued)

Progress monitoring:	Repeated assessment of a skill area or areas, over time, to evaluate individual progress. Assessment results are sensitive to small changes in student performance, quick and easy to administer, and include alternative forms for repeated measurement.
Research-based:	Findings and results reported on the assessments are derived from a carefully controlled, methodologically sound, and representative sample of the population. Variations or limits in generalizability are reported. Findings have been replicated.
Running record:	Analysis over time of student oral reading errors.
Screening:	Assessment results that are used primarily to determine an initial level of student strengths and areas for improvement. Often used to determine whether further assessment is needed or if the assessment is appropriate for the student.
Sensitive to growth over time:	Dynamic assessment that can capture small changes in student performance is considered sensitive to growth. Alternate forms of the same task administered frequently are likely to show growth over time.
Skill grouping:	Assessment results that can be used to identify students with similar strengths and areas for improvement for placement into homogenous instructional groups.
Standardized instructions:	Scripted procedures for administering and scoring of the assessment are repeated verbatim for each student who takes the test. The conditions and directions are consistent across administrations.
Timed:	Students have a specified number of seconds or minutes to complete an assessment task. Examiners use a stop watch or clock to verify the time students take to complete the assessment task.

ASSESSMENTS IN ENGLISH

SUMMARY: CONCEPTS ABOUT PRINT

The following instruments assess concepts about print. Starred (*) cells represent existing features of the assessments.



Assessments	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Specific Level Assessment of Awareness of Print and Sound				*	*	*		*	*						
DIBELS - Letter Naming Fluency			*			*	*	*	*		*	*	*	*	*
Letter Identification Subtest of the Woodcock Reading Mastery Test—Revised	*	*	*		*	*			*				*		*

CONCEPTS ABOUT PRINT

Name: ***Specific Level Assessment of Awareness of Print and Sound*** (Howell, Fox, & Morehead, 1993)

Publisher: Brooks/Cole Publishing

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research Based	Production Type Response	Oral Responding
Specific Level Assessment of Awareness of Print and Sound				*	*	*		*	*						

Grade Level: **Kindergarten – First Grade**

Purpose:	Measures knowledge of letter sounds and ability to use them to read nonsense words. Evaluates skills related to print awareness and letter-sound identification.		
What it is:	Fifteen discrete tasks related to print awareness and letter-sound correspondence are informally assessed by observing the student directly or in classroom contexts.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Preliminary print knowledge and enabling phonological skills interact with, and are causally linked to, beginning reading.	**To consider:**	No established scoring conventions or standards for this procedure.
When to use it:	Kindergarten through first grade. May also be used for older children whose fluency is limited by slow decoding, poor understanding of a passage, or lack of experience in reading fluency.	**How to interpret the results:**	Students who are successful early readers are usually highly accurate on these basic skills.
Where to get it:	Howell, Fox, & Morehead (1993). *Curriculum-based evaluation: Teaching and decision making*. Chapter 11: "Decoding," pp. 228–233, Pacific Grove, CA: Brooks/Cole.	**Linking the assessment to instruction:**	The procedures used to assess student skills in the areas of awareness of print and sound are highly useful for instruction. Teachers and tutors can provide opportunities for frequent practice until these skills are learned.
How long it takes:	Untimed	**Fee:**	Yes

CONCEPTS ABOUT PRINT

Name: ***Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Letter Naming Fluency***

Publisher: CBM Network, School Psychology Program, College of Education, University of Oregon

Assessment

	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
DIBELS - Letter Naming Fluency			*		*	*	*	*	*		*	*	*	*	*

Grade Level: Kindergarten – First Grade

Purpose:	To assess fluency with which children identify letter names. To identify children at risk of reading difficulty early, before a low reading trajectory is established.		
What it is:	An individually administered, timed phonemic awareness task. Randomly ordered lower- and uppercase letters are presented to children for one minute; children are instructed to name as many letters as they can.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Letter naming fluency is a strong predictor of early reading success.	**To consider:**	DIBELS are indicators of early literacy skills and are not intended to be exhaustive of the skills necessary for success in learning to read.
When to use it:	Beginning kindergarten through fall of first grade or until children are proficient at accurately producing 40–60 letter names per minute.	**How to interpret the results:**	Children who produce 40–60 letter names per minute are considered to have solid letter recognition. Children producing fewer than 40 letter names per minute will benefit from instruction and practice on letter names.
Where to get it:	CBM Network, School Psychology Program, College of Education, 5208 University of Oregon, Eugene, OR 97403-5208, Telephone: 541-346-2412.	**Linking the assessment to instruction:**	Knowledge of letter names is a strong predictor of early literacy success. Students who are unable to identify letters of the alphabet accurately and fluently will benefit from explicit instruction with opportunities to practice.
How long it takes:	One minute	**Fee:**	Yes

CONCEPTS ABOUT PRINT

Name: ***Letter Identification Subtest of the Woodcock Reading Mastery Test—Revised*** (Woodcock, 1987)

Publisher: American Guidance Service

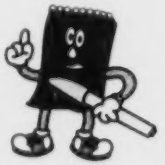
Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Letter Identification Subtest of the Woodcock Reading Mastery Test—Revised	✸	✸	✸		✸	✸			✸				✸		✸

Grade Level: **Kindergarten – Twelfth Grade**

Purpose:	Assesses children's letter-naming skill, a predictor of risk for early literacy.		
What it is:	The letter identification subtest measures the child's ability to identify letters of the alphabet using upper- and lowercase letter forms. It is a part of a longer, formal reading test.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Letter naming fluency is a strong predictor of early reading success.	**To consider:**	Useful for screening, but no alternate forms. Individually administered test presents letters in different fonts, some of which may be unfamiliar to children. Children may respond to stimulus by presenting either letter names or letter sounds.
When to use it:	May be used in kindergarten through Grade 12 as a screening measure. However, letter identification is typically most predictive in the early grades.	**How to interpret the results:**	Computer scoring provides an instructional profile. The examiner can (1) analyze errors, (2) describe the student's level of development, (3) describe the quality of performance by reporting Relative Performance Index difference scores or instructional ranges, and (4) identify student standing in a group using percentile rank or standard scores.
Where to get it:	American Guidance Service, 4201 Woodland Road, Circle Pines, MN 55014-1796, Telephone: 800-328-2560.	**Linking the assessment to instruction:**	Letters that students cannot identify should be specifically targeted for instruction.
How long it takes:	Untimed	**Fee:**	Yes

SUMMARY: PHONEMIC AWARENESS

The following instruments assess phonemic awareness. Starred (*) cells represent existing features of the assessments.



Assessments	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Yopp-Singer Test of Phoneme Segmentation			*			*	*	*	*				*	*	*
DIBELS - Phonemic Segmentation Fluency			*			*	*	*	*		*	*	*	*	*
The Phonological Awareness Test	*	*	*			*		*	*					*	*
Test of Phonological Awareness	*	*	*			*		*		*			*		
Lindamood Auditory Conceptualization Test	*		*		*	*		*	*				*		*

PHONEMIC AWARENESS

Name: ***Yopp-Singer Test of Phoneme Segmentation*** (Yopp, 1995)

Publisher: International Reading Association

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Yopp-Singer Test of Phoneme Segmentation			*			*	*	*	*				*	*	*

Grade Level: **Kindergarten – First Grade**

Purpose:	Measures a child's ability to articulate the individual sounds of spoken words in order.		
What it is:	An individually administered, 22-item test requiring 5–10 minutes per child. Children are presented words orally and instructed to segment each word into constituent phonemes.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Phonemic awareness (the ability to hear phonemes, or sounds in speech) is strongly related to reading and spelling acquisition and is a strong predictor of early reading success.	**To consider:**	Does not provide alternate forms; therefore, it limits opportunities for continuous progress monitoring. May experience some practice effect if used repeatedly for formative evaluation.
When to use it:	As a general assessment tool in kindergarten and first grade to identify children who do not demonstrate phonemic awareness skills and are likely to experience early reading and spelling difficulty. Can be used to identify specific instructional support children may need. May also be used for older, emerging readers.	**How to interpret the results:**	Students who obtain scores at or above a mean of 11 correct segments may be considered phonemically aware. Students who correctly segment some items are displaying emerging phonemic awareness. Students who are able to segment only a few items or none at all lack appropriate levels of phonemic awareness and will require intervention.
Where to get it:	Printed in *The Reading Teacher*, 1995, Volume 49, pages 20–29. International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, Telephone: 302-731-1600.	**Linking the assessment to instruction:**	Children who are developing phonemic awareness skills will benefit from classroom activities that focus on the sounds of language through stories, songs, and games. Teaching sound discrimination, isolation, blending, segmentation, and phoneme manipulation and substitution activities daily should improve a child's phonemic awareness ability.
How long it takes:	5–10 minutes per child	**Fee:**	No

PHONEMIC AWARENESS

Name: ***Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Phonemic Segmentation Fluency***

Publisher: CBM Network, School Psychology Program, College of Education, University of Oregon

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
DIBELS - Phonemic Segmentation Fluency			*			*	*	*	*		*	*	*	*	*

Grade Level: **Kindergarten – First Grade**

Purpose:	To assess children's ability to segment orally presented words into phonemes. To identify children who may be at risk of reading difficulty. Sensitivity of measure allows it to be used for formative evaluation of student progress.		
What it is:	An individually administered, timed phonological awareness task. Words are orally presented to children for one minute; children are instructed to segment each word into individual phonemes (i.e., sounds).	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	The ability to manipulate sounds in words quickly and accurately is a strong predictor of successful early reading.	**To consider:**	Requires young children to be attentive and to listen to words. Does not assess other dimensions of phonemic awareness such as blending.
When to use it:	Beginning winter of kindergarten through first grade or until children are proficient at accurately producing 35–45 phonemes per minute.	**How to interpret the results:**	Children who produce 35–45 segments per minute are considered to have adequate phonological awareness. Children producing fewer than 35 phonemes per minute will benefit from instruction at the phoneme level.
Where to get it:	CBM Network, School Psychology Program, College of Education, 5208 University of Oregon, Eugene, OR 97403-5208, Telephone: 541-346-2412.	**Linking the assessment to instruction:**	Children who do not have or who are only just developing phonemic awareness skills will benefit from classroom activities that focus on the sounds of language through stories, songs, and games. Instruction should emphasize oddity, blending, phoneme isolation, segmentation, manipulation, and substitution activities. The measure allows teachers to determine students' level of phoneme segmentation (e.g., first sound only, onset-rime, final sounds). Alternate forms are available for continuous progress monitoring toward a normative goal of 35–45 segments per minute.
How long it takes:	One minute	**Fee:**	Yes

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PHONEMIC AWARENESS

Name: ***The Phonological Awareness Test*** (PAT)(Robertson & Slater, 1995)

Publisher: LinguiSystems

Assessment

	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
The Phonological Awareness Test	✸	✸	✸			✸		✸	✸					✸	✸

Grade Level: **Kindergarten – Second Grade**

Purpose:	To assess students' ability on a range of phonological awareness tasks and to identify children who are not developing adequate phonological awareness.		
What it is:	This test contains five different measures of phonemic awareness and a measure of sensitivity to rhyme. The five measures of phoneme awareness are segmentation of phonemes, phoneme isolation, phoneme deletion, phoneme substitution, and phoneme blending.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Phonemic awareness (the ability to hear phonemes, or sounds in speech) is strongly related to reading and spelling acquisition and is a strong predictor of early reading success.	**To consider:**	Pass/fail performance outcomes only. The five tests of phonological awareness appear to measure essentially the same construct. Sound comparison measures are easiest and are most sensitive to emerging levels of phonological awareness.
When to use it:	Beginning the second semester of kindergarten through Grade 2.	**How to interpret the results:**	Standard scores and age equivalency. Examines performance on subtests to determine specific skill strengths.
Where to get it:	LinguiSystems, 3100 4th Avenue, East Moline, IL 61244-9700, Telephone: 800-776-4332.	**Linking the assessment to instruction:**	Because the PAT assesses multiple dimensions, it is able to identify specific dimensions of phonemic awareness in which children need additional instruction. Children who are developing phonemic awareness skills will benefit from classroom activities that focus on the sounds of language through stories, song, and games. Teaching rhyming, sound comparison, isolation, blending, segmentation, and phoneme manipulation and substitution activities should improve a child's phonemic awareness abilities.
How long it takes:	Approximately 40 minutes	**Fee:**	Yes

PHONEMIC AWARENESS

Name: ***Test of Phonological Awareness***
(Torgesen & Bryant, 1994)

Publisher: PRO-ED Publishing Company

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Test of Phonological Awareness	✸	✸	✸			✸		✸		✸			✸			

Grade Level: **Kindergarten – Second Grade**

Purpose:	To measure children's ability to match pictures according to first or last sounds and to identify children who are not developing adequate phonological awareness.		
What it is:	Group-administered test of phonological awareness for kindergarten and first grade. Kindergarten children are asked to notice and mark which words (represented by pictures) begin with the same first sound. First graders are asked to compare words on the basis of their last sounds.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Phonemic awareness (the ability to hear phonemes, or sounds in speech) is strongly related to reading and spelling acquisition and is a strong predictor of early reading success.	**To consider:**	Screening purposes only. Students are required to follow directions and mark pictures that begin or end with the same sound as a target word.
When to use it:	Beginning the second semester for kindergarten students. Beginning the first semester for first-grade students.	**How to interpret the results:**	Performance for kindergarten children is based on beginning sounds, sameness, and differences. Performance for first grade is based on ending sounds, sameness, and differences. Raw scores are converted to standard scores and percentiles.
Where to get it:	PRO-ED Publishing Company, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Telephone: 512-451-3246.	**Linking the assessment to instruction:**	Children who score in the bottom 20% are likely to be at risk of phonemic awareness difficulty and will benefit from classroom activities that focus on the sounds of language through stories, song, and games. Teaching rhyming, blending, isolation, segmentation, and phoneme manipulation and substitution activities should improve a child's phonemic awareness.
How long it takes:	15–20 minutes	**Fee:**	Test manual and 50 test forms (25 kindergarten version, 25 elementary school) - $129.00.

PHONEMIC AWARENESS

Name: ***Lindamood Auditory Conceptualization Test***
(Lindamood & Lindamood, 1971)

Publisher: PRO-ED Publishing Company

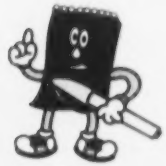
Assessment	Commercially Published	Norm Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Lindamood Auditory Conceptualization Test	*		*		*	*		*	*				*		*

Grade Level: **Kindergarten – Adult**

Purpose:	To identify children at risk of reading failure with serious weaknesses in the development of phonological awareness.		
What it is:	An individually administered wide-range diagnostic test of phonological awareness. Presented in two categories. Category I requires children to identify the number and sameness or differences in a series of phonemes. Category II requires children to indicate the number and sameness or differences of sounds when they are pronounced as a syllable.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Early identification of children with phonological processing deficits may allow for early remediation and reduce the risk of early reading failure.	**To consider:**	The test takes 20 minutes per child to administer. Administration requires special error correction and feedback procedures.
When to use it:	Suitable for administration from kindergarten to adults.	**How to interpret the results:**	Authors provide "recommended minimum scores" based on their clinical experience. Children who score below these levels will likely have difficulty acquiring alphabetic reading skills.
Where to get it:	PRO-ED Publishing Company, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Telephone: 512-451-3246.	**Linking the assessment to instruction:**	This assessment identifies children's strengths and areas for improvement in discriminating between and among specific sounds. Early remediation can be conducted based on these findings to improve phonological processing.
How long it takes:	Approximately 20 minutes per child.	**Fee:**	Yes

SUMMARY: ALPHABETIC UNDERSTANDING

The following instruments assess ability to decode. Starred (*) cells represent existing features of the assessments.



Assessments	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Word Reading Efficiency and Nonword Efficiency	*		*		*	*	*	*	*		*	*	*	*	*
The Names Test: A Quick Assessment of Decoding Ability					*	*		*	*				*	*	*
Word-Attack Subtest of the Woodcock Reading Mastery Test—Revised	*	*	*		*	*			*				*		*
Diagnostic Reading Scales	*		*		*	*			*			*	*	*	*
Reading Inventory for the Classroom	*		*		*	*			*					*	
DIBELS- Nonsense Word Fluency			*		*	*	*	*	*		*	*	*	*	*
An Observation Survey of Early Literacy Achievement	*		*	*	*	*	*	*	*					*	*

ALPHABETIC UNDERSTANDING

Name: ***Word Reading Efficiency and Nonword Efficiency*** (Torgesen & Wagner, 1998)

Publisher: PRO-ED Publishing Company

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Word Reading Efficiency and Nonword Efficiency	*		*		*	*	*	*	*		*	*	*	*	*

Grade Level: **Beginning Kindergarten – Fifth Grade**

Purpose:	Provides a measure of fluency and accuracy in word reading skill that is simple to administer and sensitive to individual differences across a broad range of reading skills.		
What it is:	This test includes two alternate forms of increasingly difficult real and nonsense word lists. Children are asked to read from one real and one nonsense list during each administration. Each list is timed for 45 seconds and an average of words read correctly is scored.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Accurate and fluent nonsense word reading is a strong predictor of future reading growth and development.	**To consider:**	Doesn't address level of performance on specific reading skills. Reading nonsense words is a rigorous test of alphabetic understanding and may be difficult and frustrating for beginning readers.
When to use it:	Beginning kindergarten to Grade 5.	**How to interpret the results:**	The child's score is the average number of words read in 45 seconds. Test provides indices of growth in phonetic decoding and sight reading that can be administered several times during the year.
Where to get it:	PRO-ED Publishing Company, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Telephone: 512-451-3246.	**Linking the assessment to instruction:**	This assessment could be used diagnostically to identify letter-sound correspondences that a child doesn't know based on patterns of errors. Practice can center on letter-sound correspondences.
How long it takes:	45 seconds per measure	**Fee:**	Yes

ALPHABETIC UNDERSTANDING

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production-Type Response	Oral Responding
The Names Test					*	*		*	*				*	*	*

Name: ***The Names Test: A Quick Assessment of Decoding Ability*** (Cunningham, 1990)

Publisher: International Reading Association

Grade Level: **Beginning of Second, Third, and Fourth Grades, Special Education, and Adult**

Purpose:	To evaluate how well students decode words that are not in their sight vocabularies. Provides teachers with a tool for diagnosing decoding skills.		
What it is:	Students are presented with a list of 25 decodable first and last names and are asked to read the names aloud. Names read correctly are scored and those mispronounced provide patterns of decoding strengths and weaknesses.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Accurate and fluent word reading is a strong predictor of future reading growth and development.	**To consider:**	Lack of additional three-or-more-syllable words and the lack of names for several common syllables limit the usefulness of the test for more skilled readers.
When to use it:	Can be administered at the beginning of second, third, and fourth grades as a screener for decoding ability. Can also be used by remedial and special education teachers to evaluate student decoding ability up to adult ages.	**How to interpret the results:**	Use of local norms may prove most helpful. According to the author, the average second-grade student should be able to read half the names correctly, and a typical fifth grader should be able to read most of the names correctly.
Where to get it:	Procedures for administration and scoring are printed in *The Reading Teacher*, 1990, Volume 44, pages 124–129. International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139. Telephone: 302-731-1600	**Linking the assessment to instruction:**	Students who can decode short names but have difficulty with longer names may benefit from instruction in decoding longer, multisyllabic words. Students who are successful at most initial consonants and digraphs but who have difficulty with words that begin with blends, might benefit from instruction with blends. Students who have difficulty with the long "vowel/consonant/e" (Vce) spelling pattern of certain words may benefit from learning such words.
How long it takes:	Untimed	**Fee:**	No

ALPHABETIC UNDERSTANDING

Name: ***Word-Attack Subtest of the Woodcock Reading Mastery Test—Revised*** (Woodcock, 1987)

Publisher: American Guidance Service

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Word-Attack Subtest of the Woodcock Reading Mastery Test—Revised	*	*	*		*	*			*				*		*

Grade Level: **Kindergarten – Twelfth Grade**

Purpose:	A diagnostic test of children's ability to apply knowledge of letter-sound correspondences in decoding complex nonwords.		
What it is:	Individually administered test consisting of a series of increasingly complex nonwords that children are asked to sound out as best as they can.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Phonetic reading ability is one of the strongest measures of children's ability to apply knowledge of letter-sound correspondences in decoding words.	**To consider:**	This measure does not allow an assessment of children's ability to combine phonetic decoding with the use of context to arrive at the correct pronunciation of a word.
When to use it:	Kindergarten through Grade 12 as a screening measure.	**How to interpret the results:**	Computer scoring provides an instructional level profile. The examiner can (1) analyze errors, (2) describe the student's level of development, (3) describe the quality of performance by reporting Relative Performance Index difference scores or instructional ranges, and (4) report student standing in a group by reporting percentile rank or standard scores.
Where to get it:	American Guidance Service, 4201 Woodland Road, Circle Pines, MN 55014-1796, Telephone: 800-328-2560.	**Linking the assessment to instruction:**	An analysis of the errors in this assessment can identify letter-sound correspondences needing further instruction and practice.
How long it takes:	Untimed	**Fee:**	Yes

ALPHABETIC UNDERSTANDING

Name: ***Diagnostic Reading Scales***
(Spache, 1981)
Publisher: CTB McGraw-Hill

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Diagnostic Reading Scales	*		*		*	*			*			*	*	*	*

Grade Level: **First Grade – Seventh Grade**

Purpose:	An individually administered series of scales designed to assess decoding skills.		
What it is:	The test consists of three lists of words, 22 reading passages of graduated difficulty, and 23 supplementary word-analysis and phonics tests. Word analysis and phonics subtests are designed to give the examiner a detailed analysis of phonic knowledge and word-analysis skills.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Comprehensive assessment of oral and silent reading skills and auditory comprehension.	**To consider:**	According to Salvia and Ysseldyke (1998), standardization is inadequate.
When to use it:	Grades 1–7	**How to interpret the results:**	Scores in oral, silent, and auditory reading are used to determine instructional level, independent level, and potential reading level.
Where to get it:	CTB McGraw-Hill, PO Box 150, Monterey, CA 93942-0150, Telephone: 800-538-9547, FAX: 800-282-0266.	**Linking the assessment to instruction:**	This assessment can be used diagnostically to determine strengths and weaknesses in letter-sound correspondences and plan appropriate intervention strategies.
How long it takes:	Approximately 60 minutes	**Fee:**	Yes

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ALPHABETIC UNDERSTANDING

Name: ***Reading Inventory for the Classroom*** (Flynt & Cooter, 1998)

Publisher: Prentice-Hall

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Reading Inventory for the Classroom	✸		✸		✸	✸			✸					✸		

Grade Level: **First Grade – Twelfth Grade**

Purpose:	Designed to assist teachers in the placement of students with appropriate reading and instructional materials. Can be used for educating preservice and inservice teachers in reading assessment and interpretation of results.		
What it is:	A holistic approach to reading assessment that includes the interests and attitudes students may have about reading. Assessment is divided into four forms (A, B, C, and D) each composed of three sections: sentences to determine initial passage selection, the reading passage, and accompanying assessment protocols. Miscue analysis for each passage helps examiners identify error patterns and develop intervention strategies.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Comprehensive assessment of reading skills provides insights into the reading of connected text, word analysis, story and content comprehension, and miscue analysis.	**To consider:**	May be time consuming to administer.
When to use it:	As a screening tool beginning early in first grade through Grade 12.	**How to interpret the results:**	A scoring chart is provided at the end of each assessment protocol.
Where to get it:	Prentice-Hall, Inc., Upper Saddle River, NJ 07458, Telephone: 800-643-5506. ,	**Linking the assessment to instruction:**	This assessment helps teachers identify patterns of errors and provides possible intervention strategies.
How long it takes:	Varies by initial student skill level.	**Fee:**	Yes

ALPHABETIC UNDERSTANDING

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
DIBELS - Nonsense Word Fluency			✱		✱	✱	✱	✱	✱		✱	✱	✱	✱	✱	✱

Name: ***Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - Nonsense Word Fluency***

Publisher: CBM Network, School Psychology Program, College of Education, University of Oregon

Grade Level: **First Grade**

Purpose:	Measures knowledge of letter sounds and ability to use them to read nonsense words. Used to identify children at risk of reading difficulty early, before a low reading trajectory can be established.		
What it is:	An individually administered, one-minute timed word-reading fluency task. Children are presented with three-letter nonsense words that can be segmented by phonemes or blended and read as whole words.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Nonsense word fluency is a strong measure of children's ability to apply knowledge of letter-sound correspondences in decoding words.	**To consider:**	DIBELS are indicators of early literacy skills and are not intended to be exhaustive of the skills necessary for success in learning to read.
When to use it:	Intended for most children from beginning first grade through the end of first grade. It may be appropriate for monitoring the progress of older children with low skills in letter-sound correspondence or blending.	**How to interpret the results:**	Children who produce 40–60 letter sounds on this measure are demonstrating sufficient phonological awareness skill to be considered on a successful reading trajectory. Children who score markedly less than 40–60 should be provided additional and strategic instruction.
Where to get it:	CBM Network, School Psychology Program, College of Education, 5208 University of Oregon, Eugene, OR 97403-5208, Telephone: 541-346-2412.	**Linking the assessment to instruction:**	Students who are not accurate and fluent on this measure can benefit from additional instruction on blending words and additional explicit instruction on those letter sounds with which they have difficulty.
How long it takes:	1 minute	**Fee:**	Yes

ALPHABETIC UNDERSTANDING

Name: ***An Observation Survey of Early Literacy Achievement*** (Clay, 1993)

Publisher: Heinemann

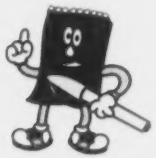
Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
An Observation Survey of Early Literacy Achievement	*		*	*	*	*	*	*	*					*	*

Grade Level: **Beginning First Grade**

Purpose:	A direct and systematic approach designed to observe and evaluate student progress in early literacy.		
What it is:	A compilation of standardized observational tasks teachers may conduct to assess students who are not making adequate progress. Observation tasks include running records, letter identification, concepts about print, word tests, writing, and hearing sounds in words.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Systematic observation of student performance allows teachers to closely monitor progress, identify emerging skills, and target specific weaknesses for intervention.	**To consider:**	May be time consuming to administer.
When to use it:	Beginning first grade (age 6 years) for students not demonstrating adequate progress.	**How to interpret the results:**	The author provides specific information for interpreting scores for running records and other observation tasks outlined in the book.
Where to get it:	Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, Telephone: 800-793-2154.	**Linking the assessment to instruction:**	This assessment provides detailed diagnostic information that helps teachers identify reading strategies to improve children's reading skills.
How long it takes:	Varies by child.	**Fee:**	Yes

SUMMARY: SPELLING

The following instrument assesses spelling and writing patterns. Starred (*) cells represent existing features of the assessments.



Assessment	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Test of Written Spelling-3 (TWS-3)	*	*	*		*	*			*	*		*	*	*		

SPELLING

Name: ***Test of Written Spelling-3 (TWS-3)***

Publisher: PRO-ED Publishing Company

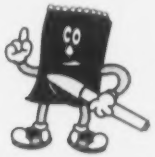
Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Test of Written Spelling-3 (TWS-3)	*	*	*		*	*			*	*		*	*	*	

Grade Level: **First Grade – Twelfth Grade**

Purpose:	A commercially published test designed to assess the spelling ability of students from early first grade through twelfth grade.		
What it is:	The TWS-3 uses a dictation format in which the tester reads a word, uses the word in a sentence, and reads the word a second time in isolation. The student then writes the word. Two subtest scores (Predictable Words and Unpredictable Words) and a total score are converted into raw scores, percentiles, standard scores, and age- and grade-equivalent scores.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Useful for identifying strengths and weaknesses in spelling and writing patterns.	**To consider:**	Results may not adequately reflect the curriculum content many students are expected to learn.
When to use it:	As a screening tool beginning early in first grade through Grade 12.	**How to interpret the results:**	Percentile scores allow comparison to a representative sample.
Where to get it:	PRO-ED Publishing Company, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Telephone: 512-451-3246.	**Linking the assessment to instruction:**	This assessment provides an analysis of misspellings that can be directly linked to instructional interventions.
How long it takes:	Approximately 20 minutes	**Fee:**	Yes

SUMMARY: VOCABULARY

The following instrument assesses vocabulary acquisition. Starred (*) cells represent existing features of the assessments.



Assessment	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Peabody Picture Vocabulary Test-III (PPVT-III)	*	*	*		*	*			*			*	*			

VOCABULARY

Name: ***Peabody Picture Vocabulary Test-III (PPVT-III)***

Publisher: American Guidance Service

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Peabody Picture Vocabulary Test-III (PPVT-III)	*	*	*		*	*			*			*	*			

Grade Level: **2 1/2 Years – Adult**

Purpose:	A broad-band, individually administered, norm-referenced test designed to measure receptive vocabulary acquisition and serve as a screening test of verbal ability.		
What it is:	The PPVT-III is presented in easel format allowing the examiner to present a series of plates with four pictures each. The examiner reads a stimulus word for each plate, and the student points to the picture that best represents the stimulus word.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Useful for screening development of a child's receptive vocabulary compared to a national sample.	**To consider:**	Limited diagnostic use.
When to use it:	Beginning at age 2 1/2 years to 90+ years.	**How to interpret the results:**	Scores are reported as standard scores, percentiles, stanines, normal-curve equivalents, and age-equivalent scores.
Where to get it:	American Guidance Service, 4201 Woodland Road, PO Box 99, Circle Pines, MN 55014-1796, Telephone: 800-328-2560.	**Linking the assessment to instruction:**	Students who score in lower percentiles in this test may benefit from strategies to build vocabulary including explicit instruction and independent reading.
How long it takes:	11–12 minutes	**Fee:**	Yes

SUMMARY: READING CONNECTED TEXT

The following instruments assess reading fluency and accuracy. Starred (*) cells represent existing features of the assessments.

Assessments	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Gray Oral Reading Test - Third Edition	*	*	*		*				*		*	*		*	*
Test of Oral Reading Fluency	*	*	*		*	*	*	*	*		*	*	*	*	*

READING CONNECTED TEXT

Name: ***Gray Oral Reading Test - Third Edition*** (Wiederhold & Bryant, 1992)

Publisher: PRO-ED Publishing Company

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Gray Oral Reading Test - Third Edition	*	*	*		*				*		*	*		*	*

Grade Level: **First Grade – Twelfth Grade**

Purpose:	To identify children who lack the phonetic strategies to read new words in passages and the ability to retrieve sight words from memory.		
What it is:	This test consists of 13 increasingly difficult controlled passages, each followed by 5 comprehension questions.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Phonetic reading ability is one of the strongest measures of children's ability to apply knowledge of letter-sound correspondences in decoding words.	**To consider:**	Lacks sensitivity of individual differences in word reading ability at very low levels of performance such as those found in beginning first graders or readers with disabilities through second grade. The passages begin at too high a level for children with very poor or underdeveloped reading skills.
When to use it:	May be used for students in grades 1–12.	**How to interpret the results:**	A measure of oral reading is obtained by recording the time it takes for the children to read each passage. Oral reading rate can be compared to a normative sample.
Where to get it:	PRO-ED Publishing Company, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Telephone: 512-451-3246.	**Linking the assessment to instruction:**	Analysis of errors can guide interventions for strengthening skills in using letter-sound correspondences to decode words.
How long it takes:	15–30 minutes	**Fee:**	Yes

READING CONNECTED TEXT

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research Based	Production Type Responses	Oral Responding
Test of Oral Reading Fluency	*	*	*		*	*	*	*	*		*	*	*	*	*

Name: ***Test of Oral Reading Fluency***
(Deno & Marston, 1987)
Publisher: Children's Educational Services

Grade Level: **First Grade – Sixth Grade**

Purpose:	To evaluate growth and development of oral reading fluency and accuracy.		
What it is:	Curriculum-independent, one-minute timed oral reading passages for initial screening and student progress monitoring. Screening passages are provided for grades 1–6 along with 20 alternate forms (levels A-D) for formative evaluation.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Accurate and fluent word reading is a strong predictor of future reading growth and development. Word reading fluency is strongly correlated with reading comprehension skill.	**To consider:**	Lacks sensitivity of individual differences in word reading ability at very low levels of performance such as those found in beginning first graders or readers with disabilities through second grade. The passages begin at too high a level for children with poor or underdeveloped reading skills.
When to use it:	Spring of first grade after students have been introduced to formal reading instruction continuing through Grade 6.	**How to interpret the results:**	The number of words read correctly in one minute allows teachers to compare a child's current individual performance with his past performance and with the performance of his or her same-age peers.
Where to get it:	Children's Educational Services, Inc., 16526 W. 78th Street, Suite 162, Eden Prairie, MN 55346-4358.	**Linking the assessment to instruction:**	Students who exhibit accuracy but lack fluency will benefit from fluency-building activities, such as repeated readings. A diagnostic assessment of student errors will allow teachers to reteach specific skills students have yet to master. Low accuracy scores indicate need for systematic instruction in decoding and word recognition.
How long it takes:	One minute per passage	**Fee:**	Yes

SUMMARY: COMPREHENSIVE READING ACHIEVEMENT

The following instruments assess a broad range of reading skills. Starred (*) cells represent existing features of the assessments.

Assessments	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Reading Ready: Woodcock Reading Mastery Tests—Revised	*	*	*		*	*			*			*	*		
Diagnostic Reading Scales	*		*		*	*			*			*	*	*	*
Reading Inventory for the Classroom	*		*		*	*			*					*	
An Observation Survey of Early Literacy Achievement	*		*	*	*	*	*	*	*					*	*
Specific Level Assessment of Awareness of Print and Sound				*	*	*		*	*						
Taking a Reading—A Teacher's Guide to Reading Assessment	*			*	*	*		*	*					*	*
Qualitative Reading Inventory II	*			*	*	*		*	*				*		*
Peabody Individual Achievement Test—Revised (PIAT-R)	*	*	*		*	*			*			*	*		

COMPREHENSIVE READING ACHIEVEMENT

Assessment	Commercially Published	Norm Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research Based	Production Type Responses	Oral Responding
Reading Ready: Woodcock Reading Mastery Tests—Revised	*	*	*		*	*			*			*	*			

Name: ***Reading Ready: Woodcock Reading Mastery Tests—Revised***
(Woodcock, 1987)
Publisher: American Guidance Service

Grade Level: **Kindergarten – Twelfth Grade**

Purpose:	Designed to assess development of readiness skills, basic reading skills, and reading comprehension skills for students from kindergarten through twelfth grade. Also used in clinical assessment and diagnosis, planning of programs, and research.		
What it is:	A battery of six subtests designed to evaluate visual and auditory learning, letter identification, word identification, word attack, word comprehension, and passage comprehension. Scores obtained from the WRMT-R include grade equivalents, age equivalents, a Relative Performance Index, instructional ranges, percentile ranks, and standard scores.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	The six separate subtests provide measures of pupil skill development in reading and reading comprehension.	**To consider:**	Screening purposes only. Only a small number of items per subtest are included limiting sensitivity to change over time.
When to use it:	May be used as an initial screening and diagnostic tool for students age 5–18.	**How to interpret the results:**	Relative Performance Index provides information on a student's reading mastery, as compared with other students at the same grade level. Scores may be plotted in a range to show "easy" and "difficult" reading levels to aid in instructional planning. Instructional range is provided to guide the level of instruction that would be appropriate for a student. Visual profile scores enable examiners to visualize students' performance on the six tests and to compare performance to the Goldman-Fristoe-Woodcock and the Woodcock-Johnson Psychoeducational Battery.
Where to get it:	American Guidance Service, 4201 Woodland Road, PO Box 99, Circle Pines, MN 55014-1796, Telephone: 800-328-2560.	**Linking the assessment to instruction:**	Diagnostic aids included with the test battery can help teachers analyze an individual's reading performance and identify specific interventions that can improve letter and word identification, word attack, and word and passage comprehension.
How long it takes:	Approximately 1 1/2 hours	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Diagnostic Reading Scales***
(Spache, 1981)
Publisher: CTB McGraw-Hill

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Diagnostic Reading Scales	*		*		*	*			*			*	*	*	*

Grade Level: **First Grade – Seventh Grade**

Purpose:	An individually administered series of scales designed to assess oral and silent reading skills and auditory comprehension.		
What it is:	The test consists of three lists of words, 22 reading passages of graduated difficulty, and 23 supplementary word-analysis and phonics tests. Word analysis and phonics subtests are designed to give the examiner a detailed analysis of phonic knowledge and word-analysis skills.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Comprehensive assessment of oral and silent reading skills and auditory comprehension.	**To consider:**	According to Salvia and Ysseldyke (1998), standardization is inadequate.
When to use it:	Grades 1–7	**How to interpret the results:**	Scores in oral, silent, and auditory reading are used to determine instructional level, independent level, and potential reading level.
Where to get it:	CTB McGraw-Hill, PO Box 150, Monterey, CA 93942-0150, Telephone: 800-538-9547, FAX: 800-282-0266.	**Linking the assessment to instruction:**	Based on pupil's score in oral reading, the beginning instructional level in reading can be determined. Performance on comprehension of passages read silently can be used to ascertain the pupil's independent reading level. Performance in auditory comprehension can be used as an assessment of the pupil's potential reading level, which is a measure of the level at which the student could read if instructed.
How long it takes:	Approximately 60 minutes	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Reading Inventory for the Classroom*** (Flynt & Cooter, 1998)

Publisher: Prentice-Hall

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production-Type Responses	Oral Responding
Reading Inventory for the Classroom	*		*		*	*			*					*		

Grade Level: **First Grade – Twelfth Grade**

Purpose:	Designed to assist teachers in the placement of students with appropriate reading and instructional materials. Can be used for educating preservice and inservice teachers in reading assessment and interpretation of results.		
What it is:	A holistic approach to reading assessment that includes the interests and attitudes a student may have about reading. Assessment is divided into four forms (A, B, C and D) each composed of three sections: sentences to determine initial passage selection, the reading passage, and accompanying assessment protocols. Miscue analysis for each passage helps examiners identify error patterns and develop intervention strategies.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Comprehensive assessment of reading skills provides insights into the reading of connected text, word analysis, story and content comprehension, and miscue analysis.	**To consider:**	May be time consuming to administer.
When to use it:	As a screening tool beginning early in first grade through Grade 12.	**How to interpret the results:**	A scoring chart is provided at the end of each assessment protocol.
Where to get it:	Prentice-Hall, Inc., Upper Saddle River, NJ 07458, Telephone: 800-643-5506.	**Linking the assessment to instruction:**	This assessment provides diagnostic information from miscue analyses and provides possible intervention strategies to improve skills.
How long it takes:	Varies by student.	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***An Observation Survey of Early Literacy Achievement*** (Clay, 1993)

Publisher: Heinemann

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
An Observation Survey of Early Literacy Achievement	*		*	*	*	*	*	*	*					*	*

Grade Level: **Beginning First Grade**

Purpose:	A direct and systematic approach designed to observe and evaluate student progress in early literacy.		
What it is:	A compilation of standardized observational tasks teachers may conduct to assess students who are not making adequate progress. Observation tasks include running records, letter identification, concepts about print, word tests, writing and hearing sounds in words.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Systematic observation of student performance allows teachers to closely monitor progress, identify emerging skills, and target specific weaknesses for intervention.	**To consider:**	May be time consuming to learn and administer.
When to use it:	Beginning first grade (age 6 years) for students not demonstrating adequate progress.	**How to interpret the results:**	The author provides specific information for interpreting scores for running records and other observation tasks outlined in the book.
Where to get it:	Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, Telephone: 800-793-2154.	**Linking the assessment to instruction:**	Detailed diagnostic information allows teachers to identify established reading strategies as well as those that are emerging or missing.
How long it takes:	Varies by child.	**Fee:**	Yes

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COMPREHENSIVE READING ACHIEVEMENT

Name: ***Specific Level Assessment of Awareness of Print and Sound***
(Howell, Fox, & Morehead, 1993)

Publisher: Brooks/Cole Publishing

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Specific Level Assessment of Awareness of Print and Sound				*	*	*		*	*						

Grade Level: **Kindergarten – First Grade**

Purpose:	Measures knowledge of letter sounds and ability to read nonsense words. Evaluates skills related to print awareness and letter-sound identification.		
What it is:	Fifteen discrete tasks related to print awareness and letter-sound correspondence are informally assessed by observing the student directly or in classroom contexts.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Preliminary print knowledge and enabling phonological skills interact with and are causally linked to beginning reading.	**To consider:**	Standardization procedures for administration is limited.
When to use it:	Kindergarten through first grade. May also be used for older children whose fluency is limited by slow decoding, poor understanding of a passage, or lack of experience in reading fluency.	**How to interpret the results:**	Students who are successful early readers are usually highly accurate on these basic skills.
Where to get it:	Howell, Fox, & Morehead (1993). *Curriculum-based evaluation: teaching and decision making.* Chapter 11: "Decoding," pp. 228–233. Pacific Grove, CA: Brooks/Cole.	**Linking the assessment to instruction:**	The procedures used to evaluate student skills in the areas of awareness of print and sound are closely related to the procedures for instruction. Teachers can provide opportunities for frequent practice until these skills are learned.
How long it takes:	Untimed	**Fee:**	No

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COMPREHENSIVE READING ACHIEVEMENT

Name: ***Taking a Reading—A Teacher's Guide to Reading Assessment*** (Southern California Comprehensive Assistance Center, 1997)

Publisher: Southern California Comprehensive Assistance Center

Assessment (Spanish)	Commercially Published	Norm Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research Based	Production Type Responses	Oral Responding
Taking a Reading— A Teacher's Guide to Reading Assessment	*			*	*	*		*	*					*	*

Grade Level: **2 1/2 Years – Grade 3+**

Purpose:	A collection of wide-ranging assessment tools designed to provide an overall indication of reading skills.		
What it is:	Twelve assessment tools provide an overall assessment of many of the components of early reading acquisition.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	A variety of reading subtests can be useful in determining student strengths and weaknesses.	**To consider:**	Administration procedures are available, but do not allow for standardization of each assessment.
When to use it:	Pre-K, K, 1, 2, 3, and higher	**How to interpret the results:**	These are subtests taken from other popular assessment tools—scores are reported as raw scores, and normative data are not provided for this collection of subtests.
Where to get it:	Southern California Comprehensive Assistance Center (CAC), Los Angeles County Office of Education, 9300 Imperial Hwy, Downey, CA 90242-2890, Telephone: 562-922-6343.	**Linking the assessment to instruction:**	Diagnostic information from each subtest can be used to plan instructional opportunities and identify strengths and areas needing improvement.
How long it takes:	Varies depending on subtests given.	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Qualitative Reading Inventory II***
(Leslie & Caldwell, 1995)
Publisher: Addison-Wesley Longman

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production-Type Responses	Oral Responding
Qualitative Reading Inventory II	*			*	*	*		*	*				*		*

Grade Level: **Kindergarten – Third Grade**

Purpose:	An informal reading inventory designed to assess reading ability at emergent through third-grade level.		
What it is:	An individually administered test of reading achievement. There are three subtests: reading (oral reading accuracy, rote, strategies, and comprehension of graded passages); word identification; and language.	**Who should administer:**	This is an informal measure of reading ability which may be administered by a teacher or specialist.
Why it's important:	Comprehensive assessment of reading skills provides insight into student strategies for decoding and comprehension.	**To consider:**	May be time consuming to administer. It is not useful for formative evaluation.
When to use it:	Suitable for grades K, 1, 2, and 3.	**How to interpret the results:**	Raw scores can be converted into reading level scores.
Where to get it:	Addison-Wesley Longman, 1 Jacob Way, Reading, MA 01867-3999, Telephone: 800-322-1377.	**Linking the assessment to instruction:**	This assessment can be used as a diagnostic tool to determine instructional focus and student strengths and areas in need of improvement using alphabetic principle in decodable text.
How long it takes:	Varies by student ability.	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Peabody Individual Achievement Test—Revised*** (PIAT-R) (1997)
Publisher: American Guidance Service

Assessment

	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Peabody Individual Achievement Test—Revised (PIAT-R)	*	*	*		*	*			*			*	*		

Grade Level: **Kindergarten – Twelfth Grade**

Purpose:	Designed to provide a wide-ranging screening measure of academic achievement in six content areas.		
What it is:	An individually administered battery of six subtests designed to evaluate mathematics, reading recognition, reading comprehension, spelling, general information, and written expression. Scores for all but written expression include age and grade equivalents, grade and age-base standard scores, percentile ranks, normal-curve equivalent, and stanines. Scores for written expression include grade-based stanines and developmental scaled scores.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	The subtests provide three composite scores: total reading, total test, and written language.	**To consider:**	Screening purposes only. Only a small number of items are included in each subtest.
When to use it:	May be used as an initial screening and diagnostic tool.	**How to interpret the results:**	Scores allow comparisons to normed group.
Where to get it:	American Guidance Service, 4201 Woodland Road, PO Box 99, Circle Pines, MN 55014-1796, Telephone: 800-328-2560.	**Linking the assessment to instruction:**	The student's relative strengths and need for improvement for each subtest can help guide placement decisions in reading classes.
How long it takes:	Approximately 60 minutes	**Fee:**	Yes

SUMMARY: READING COMPREHENSION

The following instruments assess reading comprehension skills. Starred (*) cells represent existing features of the assessments.

Assessments	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Stanford Diagnostic Reading Test-4 (SDRT-4)	*	*	*		*	*				*		*	*		
Test of Reading Comprehension 3 (TORC-3)	*	*	*		*	*			*			*	*		
Gates MacGinite Reading Tests, Third Edition	*	*	*		*	*				*	*	*	*		

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READING COMPREHENSION

Name: ***Stanford Diagnostic Reading Test-4 (SDRT-4)***
Publisher: The Psychological Corporation

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research Based	Production Type Responses	Oral Responding
Stanford Diagnostic Reading Test-4 (SDRT-4)	*	*	*		*	*				*		*	*		

Grade Level: **First Grade – Twelfth Grade**

Purpose:	A commercially published test designed to identify specific strengths and areas needing improvement in reading.		
What it is:	A group-administered battery that samples four skill domains: phonetic analysis, vocabulary, comprehension, and scanning. Six scores can be obtained: raw scores, progress indicators, percentile ranks, stanines, grade equivalents, and scaled scores.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Useful for identifying a child's skills in a range of domains of reading.	**To consider:**	Alternate forms available for only three levels of assessment.
When to use it:	Intended for use with low achievers and may be used as a screening and diagnostic tool.	**How to interpret the results:**	Scores allow comparisons to normed group.
Where to get it:	The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498, Telephone: 800-211-8378.	**Linking the assessment to instruction:**	Norm-referenced scores can be used to make placement decisions, identify reading strengths and areas needing improvement, evaluate pupil progress, and identify trends in reading achievement at the class, school, and district level. A computer-generated scoring service can provide a detailed analysis of the performance of a single pupil.
How long it takes:	1 1/2 hours	**Fee:**	Yes

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READING COMPREHENSION

Name: ***Test of Reading Comprehension-3 (TORC-3)***

Publisher: PRO-ED Publishing Company

Assessment	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Response
Test of Reading Comprehension-3 (TORC-3)	*	*	*		*	*			*			*	*		

Grade Level: **First Grade – Twelfth Grade**

Purpose:	A broad-band, individually-administered, norm-referenced test of reading comprehension. The test was designed to identify students who may be in need of intervention to improve comprehension. The test is also designed to evaluate the relative strengths and weaknesses in areas of reading comprehension and to document student progress.		
What it is:	The TORC-3 is made up of eight subtests—four combine to produce a general reading comprehension core, three provide a measure of content-specific vocabularies, and one is a measure of student's skills in reading directions in schoolwork.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Useful for screening a student's performance in the area of reading comprehension compared to a national sample.	**To consider:**	Only a small number of items are included for each subtest.
When to use it:	For children first grade to twelfth grade.	**How to interpret the results:**	Scores are reported as standard scores, percentiles, stanines, and normal-curve equivalents as well as age-equivalent scores.
Where to get it:	PRO-ED Publishing Company, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Telephone: 512-451-3246.	**Linking the assessment to instruction:**	The student's relative strengths and areas needing improvement can be identified and linked to various comprehension strategies.
How long it takes:	Approximately 30 minutes	**Fee:**	Yes

READING COMPREHENSION

Name: ***Gates MacGinite Reading Tests, Third Edition***

Publisher: Riverside Publishing Company

Grade Level: **Kindergarten – Twelfth Grade**

Purpose:	A commercially published test designed to identify specific strengths and weaknesses in reading comprehension.		
What it is:	An achievement test designed to assess a child's knowledge of important background concepts of reading, identify strengths and weaknesses in the area of beginning reading, and serve as a measure of reading skills for children who make less than average progress in reading by the end of first grade. For all but three of the nine levels, two parallel forms of the third edition are available.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Useful for identifying a child's skills in a range of domains of reading.	**To consider:**	Sufficient for screening and group decisions.
When to use it:	Levels "PRE" and "R" can be used for beginning kindergartners to assess background concepts. Level "R" can be used for measuring reading skills of students who are not making adequate progress. The other seven levels were developed to provide a general assessment of reading achievement.	**How to interpret the results:**	Results are reported in gain scores.
Where to get it:	Riverside Publishing Company, 425 Springlake Drive, Itasca, IL 60143, Telephone: 800-323-9540.	**Linking the assessment to instruction:**	The student's identified areas needing improvement may be linked to specific instructional strategies.
How long it takes:	45 minutes	**Fee:**	Yes

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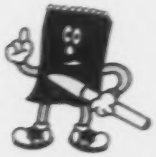
ASSESSMENTS IN SPANISH

SUMMARY: VOCABULARY

The following instruments assess receptive and verbal vocabulary skills. Starred (*) cells represent existing features of the assessments.



Assessments (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Receptive Vocabulary Subtest of the Peabody Picture Vocabulary Test-III (PPVT-III)	*	*	*		*	*			*			*	*		
Expressive One-Word Picture Vocabulary Test—Revised (EOWPVT-R)	*	*	*		*	*		*	*				*		*

VOCABULARY

Name: ***Receptive Vocabulary Subtest of the Peabody Picture Vocabulary Test-III (PPVT-III)*** (Dunn & Dunn, 1997) Spanish and English

Publisher: American Guidance Service

Assessment (Spanish)

	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Receptive Vocabulary Subtest of the Peabody Picture Vocabulary Test-III (PPVT-III)	✱	✱	✱		✱	✱			✱			✱	✱		

Grade Level: **2 1/2 Years – Grade 3+**

Purpose:	A broad-band, individually-administered, norm-referenced test designed to measure receptive (listening) vocabulary acquisition, and serve as a screening test of verbal ability.		
What it is:	The PPVT-III is presented in easel format allowing the examiner to present a series of plates with four pictures each. The examiner reads a stimulus word for each plate and the student points to the picture that best represents the stimulus word.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Useful for screening development of a child's receptive vocabulary compared to a national sample.	**To consider:**	Limited diagnostic use.
When to use it:	Pre-K, K, 1, 2, 3, and higher	**How to interpret the results:**	Raw scores can be converted into age-based standard scores, percentiles, normal curve equivalent scores (NCEs), stanines, and age-equivalent scores.
Where to get it:	American Guidance Service, 4201 Woodland Road, PO Box 99, Circle Pines, MN 55014-1796, Telephone: 800-328-2560.	**Linking the assessment to instruction:**	Students who score in lower percentiles on this test may benefit from a range of strategies to expand and deepen vocabulary including explicit vocabulary instruction, independent word learning, and wide independent reading.
How long it takes:	12 minutes	**Fee:**	Yes

VOCABULARY

Name: ***Expressive One-Word Picture Vocabulary Test—Revised (EOWPVT-R)*** (Gardner, 1990)
Spanish and English
Publisher: Academic Therapy Publications

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research Based	Production Type Responses	Oral Responding
Expressive One-Word Picture Vocabulary Test—Revised	●	●	●		●	●		●	●				●		●

Grade Level: **2 1/2 Years – Grade 3+**

Purpose:	Publishers state that this assessment can be used as a screen for readiness or for placement.		
What it is:	Assesses vocabulary picture-naming skills.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Vocabulary development is a critical skill often associated with reading comprehension and academic achievement.	**To consider:**	Technical adequacy not established for Spanish speaking students.
When to use it:	Pre-K, 1, 2, 3, and higher	**How to interpret the results:**	Raw scores can be converted into standard scores, percentile ranks, and stanines. This assessment was most recently normed on 439 children in the San Francisco Bay area. Validity measures were assessed using the original version of the Expressive One-Word Picture Vocabulary Test and the Peabody Picture Vocabulary Test.
Where to get it:	Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA 94949-6191, Telephone: 800-422-7249.	**Linking the assessment to instruction:**	This assessment can be used to assess reading comprehension on a pre-post test basis and can be used as a screener for readiness or placement.
How long it takes:	20 minutes	**Fee:**	Yes

SUMMARY: READING CONNECTED TEXT

The following instrument assesses oral reading fluency and accuracy. Starred (*) cells represent existing features of the assessments.

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Oral Reading Subtest of the Brigance Diagnostic Assessment of Basic Skills	*		*		*	*			*					*	

READING CONNECTED TEXT

Name: ***Oral Reading Subtest of the Brigance Diagnostic Assessment of Basic Skills (Spanish Edition)***
(Brigance, 1984)
Publisher: Curriculum Associates

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Oral Reading Subtest of the Brigance Diagnostic Assessment of Basic Skills	*		*		*	*			*					*		

Grade Level: **Kindergarten – Grade 3+**

Purpose:	A diagnostic test of children's ability to apply alphabetic principles to decodable text.		
What it is:	The Oral Reading Assessment part of this measure consists of two subtests: word recognition grade-placement (graded word lists) and oral reading accuracy with graded passages (assessment of oral reading accuracy is conducted through miscue analysis). This is a Spanish subtest similar to the *Brigance Comprehensive Inventory of Basic Skills*. This is not, however, a Spanish translation of an English test.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Phonetic reading ability is one of the best measures of children's ability to apply alphabetic principles.	**To consider:**	Criterion referenced. No standardization information available.
When to use it:	K, 1, 2, 3, and higher	**How to interpret the results:**	This is a collection of criterion-referenced tests; no normative data are presented. Scores are reported as raw scores.
Where to get it:	Curriculum Associates, Inc., PO Box 2001, North Billerica, MA 01862-0901, Telephone: 800-225-0248.	**Linking the assessment to instruction:**	This assessment can be used as a diagnostic tool to determine instructional focus and student strengths and areas needing improvement in using alphabetic principles to decode text.
How long it takes:	This is an untimed battery of tests, and not all tests need to be given to any particular child.	**Fee:**	Yes

SUMMARY: COMPREHENSIVE READING ACHIEVEMENT

The following instruments assess a broad range of reading skills. Starred (*) cells represent existing features of the assessments.

Assessments (Spanish)	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Aprenda: La prueba de logros en Español - Second Edition	*	*	*		*	*			*				*		*
Basic Reading Inventory, Seventh Edition (BRI-7)	*			*	*	*		*	*					*	*
Kaufman Assessment Battery for Children (K-ABC)	*	*	*		*	*		*	*				*		*
Taking a Reading—A Teacher's Guide to Reading Assessment	*			*	*	*		*	*					*	*
SUPERA, TerraNova Reading	*	*	*			*			*	*					*
La prueba de realización, Segunda edición	*	*	*			*			*	*			*		

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Aprenda: La prueba de logros en Español - Second Edition*** (The Psychological Corporation, 1997) Spanish

Publisher: The Psychological Corporation

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Aprenda: La Prueba de Logros en Español - Second Edition	✸	✸	✸		✸	✸			✸				✸		✸

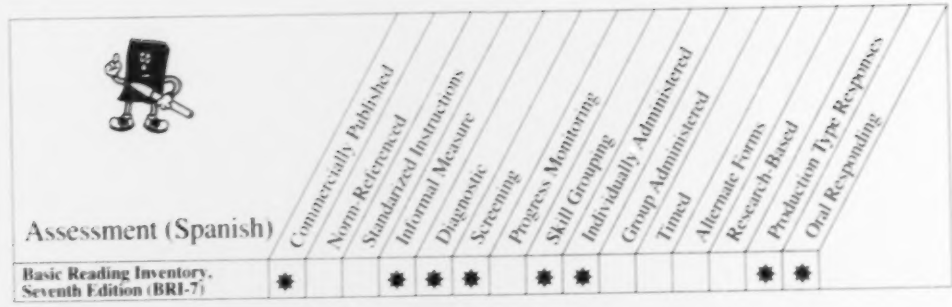
Grade Level: **Kindergarten – Grade 3+**

Purpose:	To identify children at risk of reading delay.		
What it is:	The reading section contains five subtests. Sonidos y letras: initial and final phoneme matching, letter identification, letter-sound correspondence, and identifying letters within words.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Early identification of phonological awareness and alphabetic principle skills allows early intervention and remediation.	**To consider:**	No alternate form for progress monitoring.
When to use it:	K, 1, 2, 3, and higher	**How to interpret the results:**	Raw scores can be converted to scaled scores, national and local percentile ranks, stanines, grade equivalent scores, and normal curve equivalent scores. Normed in the spring and fall of 1996 on approximately 56,000 students in a nationwide sample of Spanish speaking students.
Where to get it:	The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498, Telephone: 800-211-8378.	**Linking the assessment to instruction:**	This assessment can be used diagnostically to link specific strengths and areas needing improvement in letter identification, phonemic matching, and letter-sound correspondence to instruction.
How long it takes:	Publisher estimates 60 to 80 minutes for administering the reading subtests.	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Basic Reading Inventory, Seventh Edition (BRI-7)*** (Johns, 1997) Spanish and English

Publisher: Kendall/Hunt



Grade Level: **2 1/2 Years – Grade 3+**

Purpose:	This test measures skill acquisition in the areas of readiness, speech, oral reading, reading comprehension, word analysis, writing and alphabetizing, signs and labels, listening, numbers and computation, and measurement.		
What it is:	The test is a criterion-referenced test designed to measure a wide range of academic skills.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	Subtests provide a measure of student skill in a wide range of reading, comprehension, and writing assessment.	**To consider:**	Pre-posttest use only. Does not allow for progress monitoring.
When to use it:	Pre-K, K, 1, 2, 3, and higher	**How to interpret the results:**	Many of these are subtests taken from other popular assessment tools—scores are reported as raw scores, and normative data are not provided for this collection of subtests.
Where to get it:	Kendall/Hunt Publishing Company, 4050 Westmark Drive, PO Box 1840, Dubuque, IA 52004-1840, Telephone: 800-228-0810.	**Linking the assessment to instruction:**	Guidelines are available with this assessment to determine the reading level of the student.
How long it takes:	Varies depending on assessments given.	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Kaufman Assessment Battery for Children (K-ABC)*** (Kaufman & Kaufman, 1983)
Spanish and English

Publisher: American Guidance Service

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Kaufman Assessment Battery for Children	✸	✸	✸		✸	✸		✸	✸				✸		✸

Grade Level: **2 1/2 Years – Grade 3+**

Purpose:	A wide-range screening measure designed to assess academic performance in multiple areas.		
What it is:	Three reading subtests assess vocabulary, reading/decoding and word naming, and comprehension skills.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Subtests provide a measure of student skill in vocabulary knowledge decoding and passage understanding.	**To consider:**	Screening purposes only.
When to use it:	Pre-K, K, 1, 2, 3, and higher	**How to interpret the results:**	Raw scores can be converted to scaled scores and standard scores, and confidence intervals for the standard scores can be calculated. Also, scores can be converted to national percentile ranks and sociocultural percentile ranks. Normed on a stratified, nationwide sample of 2,000 children. Sociocultural norms were established on an additional 615 children.
Where to get it:	American Guidance Service, 4201 Woodland Road, PO Box 99, Circle Pines, MN 55014-1796, Telephone: 800-328-2560.	**Linking the assessment to instruction:**	This assessment can be used as a placement tool. Some diagnostic information allows identification of student strengths and areas needing improvement.
How long it takes:	35 to 85 minutes	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***Taking a Reading—A Teacher's Guide to Reading Assessment*** (Southern California Comprehensive Assistance Center, 1997)

Publisher: Southern California Comprehensive Assistance Center

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Taking a Reading - A Teacher's Guide to Reading Assessment	✸			✸	✸	✸		✸	✸					✸	✸

Grade Level: **2 1/2 Years – Grade 3+**

Purpose:	A collection of wide-ranging assessment tools designed to provide an overall indication of reading skills.		
What it is:	Twelve assessment tools provide an overall assessment of many of the components of early reading acquisition.	**Who should administer:**	Requires technical and instructional expertise and experience.
Why it's important:	A variety of reading subtests can be useful in determining student strengths and weaknesses.	**To consider:**	Administration procedures are available, but do not allow for standardization of each assessment.
When to use it:	Pre-K, K, 1, 2, 3, and higher	**How to interpret the results:**	These are subtests taken from other popular assessment tools—scores are reported as raw scores, and normative data are not provided for this collection of subtests.
Where to get it:	Southern California Comprehensive Assistance Center (CAC), Los Angeles County Office of Education, 9300 Imperial Hwy, Downey, CA 90242-2890, Telephone: 562-922-6343.	**Linking the assessment to instruction:**	Diagnostic information from each subtest can be used to plan instructional opportunities and identify strengths and areas needing improvement.
How long it takes:	Varies depending on subtests given.	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***SUPERA, TerraNova Reading***
(CTB McGraw-Hill, 1996)
Spanish and English
Publisher: CTB McGraw-Hill

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
SUPERA, TerraNova Reading	✸	✸	✸			✸			✸	✸				✸	

Grade Level: **Kindergarten – Grade 3+**

Purpose:	A wide-range achievement test designed to screen students in the areas of comprehension, vocabulary, reference skills, and word analysis.		
What it is:	The test includes four reading specific subtests designed to provide a comprehensive evaluation of reading achievement. The word analysis subtest includes decoding phonologically and structurally and reading high-frequency words.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Early identification of reading subskills allows identification and remediation based on student strengths and weaknesses.	**To consider:**	Limited to placement decisions. Test results have little utility for improving achievement outcomes.
When to use it:	K, 1, 2, 3, and higher	**How to interpret the results:**	This is a norm-referenced test normed in 1996 on over 1 million test administrations to over 172,000 students nationwide.
Where to get it:	CTB McGraw-Hill, PO Box 150, Monterey, CA 93942-0150, Telephone: 800-538-9547, Fax: 800-282-0266.	**Linking the assessment to instruction:**	This assessment is useful for placement and decision making for special programs. Scoring services are available for a fee.
How long it takes:	55 to 115 minutes	**Fee:**	Yes

COMPREHENSIVE READING ACHIEVEMENT

Name: ***La prueba de realilzación, Segunda edición*** (Riverside Publishing, 1993)
Spanish

Publisher: Riverside Publishing

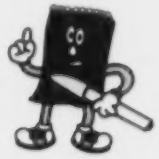
Assessment (Spanish)	Commercially Published	Norm Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
La Prueba de Realizacion, Segunda Edicion	*	*	*			*			*	*			*			

Grade Level: **Kindergarten – Grade 3+**

Purpose:	A wide-range achievement test designed to identify children at risk of reading delay.		
What it is:	A series of assessments organized by level and grade. The reading subtest includes matching written words, matching spoken words with written words, and picture matching (both written and spoken).	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Screening for reading strengths and weaknesses allows early identification and remediation.	**To consider:**	No direct measure of reading; matching tasks only.
When to use it:	K, 1, 2, 3, and higher	**How to interpret the results:**	Raw scores can be converted into grade-equivalent scores, national percentile ranks, national stanines, normal curve equivalent scores (NCEs) and scaled scores; local stanines are available, but must be ordered along with scoring services from the publisher. This test was normed on 8,851 Spanish-speaking students sampled nationwide in 1990.
Where to get it:	Riverside Publishing Co., 425 Spring Lake Drive, Itasca, IL 60143, Telephone: 800-323-9540.	**Linking the assessment to instruction:**	This assessment is useful for normative comparison and placement into special service programs.
How long it takes:	50 to 100 minutes depending on level	**Fee:**	Yes

SUMMARY: READING COMPREHENSION

The following instrument assesses reading comprehension skills. Starred (*) cells represent existing features of the assessments.



Assessment (Spanish)	Commercially Published	Norm-Referenced	Standarized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Reading Comprehension Subtest of the Brigance Diagnostic Assessment of Basic Skills (Spanish Edition)	*		*		*	*			*						

READING COMPREHENSION

Name: ***Reading Comprehension Subtest of the Brigance Diagnostic Assessment of Basic Skills (Spanish Edition)*** (Brigance, 1984)
Publisher: Curriculum Associates

Assessment (Spanish)	Commercially Published	Norm-Referenced	Standardized Instructions	Informal Measure	Diagnostic	Screening	Progress Monitoring	Skill Grouping	Individually Administered	Group Administered	Timed	Alternate Forms	Research-Based	Production Type Responses	Oral Responding
Reading Comprehension Subtest of the Brigance Diagnostic Assessment of Basic Skills (Spanish Edition)	*		*		*	*			*						*	

Grade Level: **Kindergarten – Grade 3+**

Purpose:	A diagnostic test of children's ability to apply alphabetic principles to graded decodable text.		
What it is:	The Reading Comprehension Assessment part of this measure consists of two subtests: Reading vocabulary comprehension grade-placement test (child must pick one word from a group that does not belong) and graded comprehension passages (comprehension is assessed through multiple-choice questions). This is a Spanish subtest similar to the *Brigance Comprehensive Inventory of Basic Skills*. This is not, however, a Spanish translation of an English test.	**Who should administer:**	Requires expertise and training specified in the technical manual.
Why it's important:	Useful for screening student reading comprehension and to develop instructional strategies to strengthen skill area.	**To consider:**	Criterion-referenced. No standardization information available.
When to use it:	K, 1, 2, 3, and higher	**How to interpret the results:**	This is a collection of criterion-referenced tests; no normative data are presented. Scores are reported as raw scores.
Where to get it:	Curriculum Associates, Inc., PO Box 2001, North Billerica, MA 01862-0901, Telephone: 800-225-0248.	**Linking the assessment to instruction:**	This assessment can be used as a diagnostic tool to determine instructional objectives and student strengths and weaknesses.
How long it takes:	This is an untimed battery of tests, and not all tests need to be given to any particular child.	**Fee:**	Yes

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American Guidance Service, 4201 Woodland Road, Circle Pines, MN 55014-1796, Telephone: 800-328-2560, ***8, 18, 26, 31, 38, 45, 52***

Brooks/Cole Publishing, 511 Forest Lodge Road, Pacific Grove, CA 93950-5098, Telephone: 800-423-0563, ***6, 35***

CBM Network, School Psychology Program, College of Education, 5208 University of Oregon, Eugene, OR 97403-5208, Telephone: 541-346-2412, ***7, 11, 21***

Children's Educational Services, Inc., 16526 W. 78th Street, Suite 162, Eden Prairie, MN 55346-4358, ***29***

CTB McGraw-Hill, PO Box 150, Monterey, CA 93942-0150, Telephone: 800-538-9547, FAX: 800-282-0266, ***19, 32, 54***

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Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, Telephone: 800-793-2154, ***22, 34***

International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, Telephone: 302-731-1600, ***10, 17***

Kendall/Hunt Publishing Company, 4050 Westmark Drive, PO Box 1840, Dubuque, IA 52004-1840, Telephone: 800-228-0810, ***51***

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PRO-ED Publishing Company, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Telephone: 512-451-3246, ***13, 14, 16, 24, 28, 41***

The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498, Telephone: 800-211-8378, ***40, 50***

Riverside Publishing Company, 425 Springlake Drive, Itasca, IL 60143, Telephone: 800-323-9540, ***42, 55***

Southern California Comprehensive Assistance Center (CAC), Los Angeles County Office of Education, 9300 Imperial Hwy, Downey, CA 90242-2890, Telephone: 562-922-6343, ***36, 53***